

Unit 5 Final Big 6

Content Area: **English**
Course(s): **Process Research 7**
Time Period: **October**
Length: **4 weeks**
Status: **Published**

Unit Overview:

Students will complete all six steps of the Big 6 research paper while using databases, credible sources, and citing sources.

- Step 1: Task Definition (questions, what you know, reasons)
- Step 2: Information Seeking Strategies (sources)
- Step 3: Location and Access (where you looked & who assisted you)
- Step 4: Use of Information (Sources used & how they were useful)
- Step 5: Synthesis (restate & show me what you learned)
- Step 6: Evaluation (How do you think you did?)

Essential Questions:

- How do good writers express themselves?
- How do writers develop a well written product?
- How do rules of language affect communication?
- How will this rubric help assist the writer in completing the written paper?
- Why conduct research?
- How has the introduction of AI changed the way we conduct research?
- What are the main steps of the Big Six that I need to know?

Enduring Understandings:

- To write, develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- To write and use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- To apply rules, conventions of language help readers understand what is being communicated.
- To gather and critique information from different sources for specific purposes.
- To utilize Artificial Intelligence tools to aid in their research and enhance their final output.

Lesson Titles:

students will type up the entire paper using word processing skills.

Students will develop a thesis statement.

Students will follow the rubric to complete the paper.

Students will decide which sources are best for their topic.

Students will produce an opening and a closing statement for their written paper.

Students will produce a bibliography using EasyBib, Noodle Tools, or the built in citation tools in Google Docs.

Students will read, revise, and edit their final draft.

Career Readiness, Life Literacies, and Key Skills:

Media Literacy

Critical Thinking

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
TECH.9.4.8.CT	Critical Thinking and Problem-solving
TECH.9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
TECH.9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
TECH.9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
TECH.9.4.8.GCA	Global and Cultural Awareness
	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
	Multiple solutions often exist to solve a problem.

Inter-Disciplinary Connections:

- History
- English Language Arts
- Science

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
LA.RH.6-8.3	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
LA.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
LA.RST.6-8.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
LA.RST.6-8.8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
LA.W.7.1.D	Establish and maintain a formal style/academic style, approach, and form.
LA.W.7.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
LA.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Change

Holocaust Mandate

Amistad Mandate

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Gather relevant information from multiple print and digital sources and assess the credibility and accuracy of each source (Application)

Draw evidence from literary or informational texts. (Application)

Research paper and presentation (Create)

Modifications

ELL Modifications:

- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube web resources)

- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring

IEP & 504 Modifications:

- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching)
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- modeling and showing lots of examples

G&T Modifications:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Invite students to explore different points of view on a topic of study and compare the two.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Avoid drill and practice activities.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.

At Risk Modifications

- Continue to repeat and rephrase the major point(s) of the unit or lesson.
- Demonstrate how to use graphic organizers and then provide them so students learn how to categorize and organize information.
- Offer copies of lecture notes to students who cannot copy accurately or quickly, have poor penmanship, or note-taking skills. Throughout the year help students fix their own notes using yours as a guide.
- highlighting with colored highlighters

Formative Assessment:

Warm Up:

- Discussion of possible topics and student samples
- Vocabulary review
- Tap prior knowledge: note-taking
- Review components of sentence construction
- Review parts of a sentence
- Identify the differences between a sentence and a fragment.

Anticipatory Set:

- What is a thesis statement?
- How does a writer get started?
- Where is the best place for a writer to type or write their thesis statement?
- What does a writer do after they've written their thesis statement?

Closure:

- Show of hands
- Readings samples of thesis statements
- Vocabulary review/pop quiz
- Writing - Finish the statement: "Thesis statements are important because . . ."

Summative Assessment:

Final Big 6 research paper and presentations

Alternate Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Benchmark Assessments

Skill Based Assessments

Writing Prompts

Reading Response

Lab Practical

Resources & Materials:

- Middle School Media Center
- Easybib/Noodle Tools
- Google Docs
- Google Slides
- Promethean Boards
- Chromebooks

Technology:

Easybib: <http://www.easybib.com/guides/citation-guides/mla-8/in-text-citations/>

TECH.8.1.8.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.E.CS1	Plan strategies to guide inquiry.

